

Comprehensive Plan Report

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

Joseph P. King, Jr. Middle School

Transformation Toolkit

Key Indicators are shown in **RED**.

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| Transformation Toolkit | | |
| Strand A: Establishing and Orienting the District Transformation Team | | |
| Indicator | A1 - The LEA has an LEA transformation team. (879) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/21/2013 |
| | Evidence: | <p>The Division has a team with representation from Central Office, Title I, Special Ed, Administrators.</p> <p>A School Improvement Team is comprised of Administrators, Lead Teacher, Grade Level Representatives and Special Education.</p> <p>Grade Level Teams meet weekly to monitor the progress of students, discuss strategies, triage and daily instruction. Meeting minutes are turned in weekly to the school administrator.</p> <p>Department Team Meeting are held once a month to discuss research based strategies, progress of students and triage.</p> |

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| Indicator | A2 - The LEA has assessed its LEA capacity to support transformation. (880) | | |
| Status | Tasks completed: 0 of 2 (0%) | | |
| Assessment | Level of Development: | Initial: Limited Development 01/21/2013 | |
| | Index: | 6 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 2 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | Edison Learning, JPK's LTP will conduct a CQA (Collaborative Quality Analysis) the week of January 28, 2013. The assessment includes the following groups but not limited to: Parent Focus Group; Student Focus Group and a Teacher Focus Group along with Administration and the School | |

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| | | <p>Improvement Team.</p> <p>The district staff includes the Superintendent, Human Resources Director, Interim Director of Instruction, Director of Special Education, Coordinator of Testing, Data Manager, Instructional Technology Resource Teacher, and others with qualifications to form a restructuring team. A state facilitator has also been assigned to the team by the Virginia Department of Education (VDOE).</p> <p>The Division Goals are as follows: Goal 1: To Improve Student Achievement Goal 2: To Improve Efficiency of Operations Goal 3: To Create a Positive Climate for Learning Goal 4: To Improve Communication among Departments, School, Home and Community</p> <p>The Division's Mission Statement: Our mission is to provide a stimulating and challenging curriculum in a clean, safe and nurturing environment that will establish high standards for all students and enable them to become a responsible, caring, productive citizens and life-long learners.</p> <p>EdisonLearning has been retained as the External Lead Turnaround Partner to lead the transformation of J. P. King, Jr. Middle, our Priority School. Personnel changes have been made to support the transformation. For example, the Lead Teacher of Instruction was reassigned as Interim Director of Instruction and the Human Resources Director was assigned as the Superintendent's Designee. School leaders have been empowered to exercise a degree of autonomy within the confines of their building and School Board policy.</p> |
| Plan | Assigned to: | Kelley Conaway |
| | How it will look when fully met: | When fully implemented, all stakeholders will have documentation of what is expected of each them in effecting transformation. There will be ongoing efforts to ensure that transformation is sustained and evidence of the transformation will also be documented by increased student performance. The job of EdisonLearning will be complete and teachers, school administration, and Central Office administration will demonstrate the capacity to effect school improvement. The community will be able to see evidence of the Division's and Priority School's mission and goals in action. |
| | Target Date: | 09/30/2015 |
| | Tasks: | |
| | 1. By February 2013, the school administration will support EdisonLearning in the collection of data for its Collaborative Quality Analysis (CQA). | |
| | Assigned to: | Lisa Francis and Ricky Wright |
| | Added date: | 01/30/2013 |

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| | | Target Completion Date: | 02/01/2013 |
| | | Comments: | |
| | | 2. Upon receipt of the CQA summary, the data from the assessment will be analyzed by the Division Leadership Team and the School Leadership Team to determine next steps. | |
| | | Assigned to: | Lisa Francis, Ricky Wright, Kelley Conaway, Michel |
| | | Added date: | 01/30/2013 |
| | | Target Completion Date: | 03/01/2013 |
| | | Comments: | |
| Implement | Percent Task Complete: | Tasks completed: 0 of 2 (0%) | |

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| Indicator | A3 - The LEA provides LEA transformation team members with information on what the LEA can do to promote rapid improvement. (882) | | |
| Status | Tasks completed: 0 of 1 (0%) | | |
| Assessment | Level of Development: | Initial: Limited Development 01/21/2013 | |
| | Index: | 6 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 2 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | <p>A Lead Turnaround Partner (LTP), EdisonLearning, will be conducting a Collaborative Quality Analysis (CQA) which is comparable to a needs assessment. This assessment will be conducted the week of January 28, 2013. Results with the assessment will then be shared with the administration.</p> <p>The district includes municipal and civic leaders and community and parent organizations in district and school improvement planning and the district maintains regular communication with them. Their participation is through quarterly advisory committees that receive reports for their advice and guidance.</p> <p>The district contracts with external service providers for key services in restructured schools; for example, Pearson provides Schoolnet, an online benchmark testing system; Advantia provides eWalks, an electronic walkthrough system; and EdisonLearning is our Lead Turnaround Partner.</p> <p>The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems. Examples include Schoolnet and DataCation, an assessment management system. Key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels.</p> <p>The district sets district, school, and Student Proficiency Gap Group achievement targets. Franklin City Public Schools follows the requirements of the Virginia ESEA waiver</p> | |

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| | | application. The district intervenes early when a school is not making adequate progress and works with the school to provide early and intensive intervention for students not making progress—per changes noted above in Indicator A2. |
| Plan | Assigned to: | Kelley Conaway |
| | How it will look when fully met: | Transformation Team members will be informed about the ESEA AMO targets, budgetary implications, the need for human resources and instructional materials and services, and necessary professional development to promote and sustain improvement. |
| | Target Date: | 04/30/2013 |
| | Tasks: | |
| | 1. After analysis of Edison's CQA assessment by the Division Leadership Team and the School Leadership Team, Franklin City Public Schools (FCPS) will convene all stakeholders to provide information on what FCPS can do to promote rapid improvement. | |
| | Assigned to: | Michelle Belle and Katchia Gethers |
| | Added date: | 01/30/2013 |
| | Target Completion Date: | 04/15/2013 |
| | Comments: | |
| Implement | Percent Task Complete: | Tasks completed: 0 of 1 (0%) |

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| Indicator | A4 - The LEA has designated an internal lead partner for each transformation school. (883) | |
| Status | Not a priority or interest | |
| Assessment | Level of Development: | Initial: No development or Implementation 01/21/2013 |
| | Explain why not a Priority or Interest: | Not required in VA. |

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| Transformation Toolkit | | |
| Strand B: Moving Toward School Autonomy | | |
| Indicator | B1 - The LEA has examined current state and LEA policies and structures related to central control and made modifications to fully support transformation. (884) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/30/2013 |
| | Evidence: | <p>Currently, the Division uses benchmarks assessments designed by staff. Data inform instructional decisions and interventions are implemented accordingly. Tier 1 students receive..... Tier 2 students receive.... And Tier 3 students receive... Interventions are monitored and student movement is fluid based on individual progress.</p> <p>The Division is involved with a Lead Turnaround Partner to effect transformation. The Division always provides help and support; such help and support is always targeted at the</p> |

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| | | <p>improvement needs of individual schools.</p> <p>Continuously improving learning measurement is part of the core work of the district and the schools' measurement includes all content valued by the district and schools. For example, VDOE revised writing prompts and rubric are being implemented in the Division's writing program. Division level benchmark tests will be revised to assess cumulative essential learnings.</p> <p>The Division has in place a process for continuous review of policy to aide schools and principals. It is a standing agenda item to examine current state and LEA policies and structures related to central control. Administrators have been empowered with autonomy within parameters to manage their schools.</p> |
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| Indicator | B2 - The LEA has reoriented its culture toward shared responsibility and accountability. (885) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/30/2013 |
| | Evidence: | <p>In its efforts to orient its culture toward shared responsibility and accountability the Division is in the process of developing its capacity for improvement by</p> <ul style="list-style-type: none"> • Reorganizing the Central Office to support improvement efforts, • Reorienting the organization and shifting culture and beliefs, • Supporting collective problem solving, and • Building leadership and instructional capacity to increase individual student achievement. |

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| Indicator | B3 - The LEA has established performance objectives for each transformation school. (886) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/30/2013 |
| | Evidence: | ESEA Waiver for Virginia has established a Transformational Toolkit of Indicators for Priority Schools. Once these 96 Indicators are assessed, they become objectives for the Priority School. |

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| Indicator | B4 - The LEA has aligned resource allocation (money, time, human resources) within each school's instructional priorities. (887) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/30/2013 |
| | Evidence: | The LEA has aligned resource allocation (money, time, human resources) within the instructional priorities of the Priority School. For example, 1003(a) Implementation Grant for |

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| | | Priority School has been secured and received. Title IA set aside funds have been allocated to address the Proficiency Gap Group needs in the Priority School. |
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| Indicator | B5 - The LEA has established a turnaround office or zone (to also include transformations and other models). (888) | |
| Status | Not a priority or interest | |
| Assessment | Level of Development: | Initial: No development or Implementation 01/21/2013 |
| | Explain why not a Priority or Interest: | Not Required in VA. |

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| Indicator | B6 - The LEA negotiates union waivers if needed. (889) | |
| Status | Not a priority or interest | |
| Assessment | Level of Development: | Initial: No development or Implementation 01/21/2013 |
| | Explain why not a Priority or Interest: | Not Required in VA. |

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| Transformation Toolkit | | |
| Strand C: Selecting a Principal and Recruiting Teachers | | |
| Indicator | C1 - The LEA has determined whether an existing principal in position for two years or less has the necessary competencies to be a transformation leader. (890) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/21/2013 |
| | Evidence: | <p>A New Principal was hired August 1, 2012. The principal is the 6th Principal in 6 years. A new Assistant Principal began August 15, 2012. The existing principal was previously an assistant principal at the elementary school for 5 years. During that time, she received a great deal of training and professional development in school improvement and school leadership. The Department of Education, the University of Virginia, the College of William and Mary and the local school division provide high-quality professional development to help build capacity of school leaders to become transformational leaders in their buildings. The LEA has full confidence in the ability of the building principal to be a competent transformational leader.</p> <p>Ongoing professional development will be provided in order to sustain the leadership capacity. A Turnaround partner has been assigned to assist the administrators and teachers in the buildings in order to build capacity for quality instruction that will lead to improvement in student achievement. A division liaison from DOE has been assigned to work with the building administrators and central office staff to aid in school transformation that will lead to improved student achievement. One of our major goals is to continue with strong leadership development in order to build quality skills and necessary capacity to be a competent, self-directed leader</p> |

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| | | to guide the restructuring of the Priority School, once the Turnaround Partner and DOE Division Liaison are gone. |
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| Indicator | C2 - The LEA advertises for principal candidates in local newspapers, publications such as Education Week, regional education newsletters or web sites; alternatively, engage a search firm. (891) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/21/2013 |
| | Evidence: | The LEA advertises for principal candidates in local newspapers, internal and external websites, and emails. The requirements of the position, as well as the competencies needed, are listed in the advertisement. The LEA has developed strong relationships with colleges and universities that allows for referrals of candidates and job postings on their University Career websites. |

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| Indicator | C3 - The LEA has an established policy and process/rubric for screening principal candidates. (892) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/21/2013 |
| | Evidence: | The LEA determines the selection criteria based on the needs of the school and LEA. The LEA consistently screens for knowledge, skills, experience, educational background, and licensure/certification by carefully reviewing the written applications. Telephone interviews are also used to pre-screen and gather additional information that cannot be ascertained from the written application. A checklist and a rubric are used to determine candidates who meet all selection criteria. |

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| Indicator | C4 - The LEA has an established process for preparing to interview candidates. (893) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/21/2013 |
| | Evidence: | The Interview process for Principal candidates is a two-tiered process. The LEA schedules initial interviews with the top candidates selected based on the selection criteria. The LEA chooses a diverse and balanced interview panel. Adequate time is scheduled for the interviews of the candidates. Appropriate and high level interview questions are developed based on specifics of the job description and the level of the school and the same questions are asked of all candidates. The LEA uses alternate methods of assessing candidates' abilities; for example, writing samples asking candidates to address job-related tasks such as presenting challenging information to a group of parents, or handle in-basket tasks |

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| | | that are common to the job. A rating scale is used by the interview panel members to assess the candidates' abilities for success. The committee reaches consensus and chooses the top three candidates to recommend to the Superintendent. The Superintendent reviews the applications of the candidates and confirms the desire to move forward with the interviews. A second interview panel is formed, to include the superintendent and two or more top level administrators. A second list of interview questions is developed for use in the final interviews. |
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| Indicator | C5 - The LEA has an established criteria and format for interviewing candidates. (894) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/21/2013 |
| | Evidence: | Appropriate and high level interview questions are developed based on specifics of the job description and the level of the school and the same questions are asked of all candidates. The LEA uses alternate methods of assessing candidates' abilities; for example, writing samples asking candidates to address job-related tasks such as presenting challenging information to a group of parents, or handle in-basket tasks that are common to the job. A rating scale is used by the interview panel members to assess the candidates' abilities for success. The committee reaches consensus and chooses the top three candidates to recommend to the Superintendent. The Superintendent reviews the applications of the candidates and confirms the desire to move forward with the interviews. A second interview panel is formed, to include the superintendent and two or more top level administrators. A second list of interview questions is developed based on specific areas of school leadership and the ability to lead school improvement efforts to be focused on. |

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| Indicator | C6 - The LEA selects and hires qualified principals with the necessary competencies to be change leaders. (895) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/21/2013 |
| | Evidence: | The LEA critically assesses potential principal candidates before making a final decision on the one candidate to hire. The strengths and weakness of all candidates are compared. The top three candidates are brought back in for second interviews. Reference checks are completed on the top candidates. The interview committee reaches consensus on the best overall candidate. The decision is based on skills, experience, personal characteristics, confidence and abilities to be the change agent that will cause school improvement and turnaround. |

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| Indicator | C7 - The LEA has a plan and process in place to establish a pipeline of potential turnaround leaders. (896) | |
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| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/21/2013 |
| | Evidence: | <p>The LEA establishes strong relationships with colleges, universities and neighboring school divisions in order to seek referrals and references for quality candidates. The LEA recognizes that employing strong school administrators and teachers will directly impact successful student achievement. Although many candidates may possess the training, education and experience needed for the job, there are other factors that are strongly considered before choosing candidates.</p> <ul style="list-style-type: none"> • The LEA seeks to employ local candidates, with the belief that retention of staff will be greater. • The LEA considers the needs of the students and seeks to employ staff who have the personal qualities to meet those needs • The LEA seeks to recruit and employ educators who possess values, morals and beliefs that are acceptable in the school community and who will relate to the students in a positive and professional way • The LEA strives to select candidates who are a "good fit" with the school, division, and community • The LEA strives to recruit minority educators to better meet the needs of our minority population |

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| Indicator | C8 - The LEA has a plan and process in place to recruit and retain highly-qualified teachers to support the transformation. (897) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/21/2013 |
| | Evidence: | <p>The LEA has a recruitment and retention plan in place. The LEA begins recruitment early and seeks to get highly qualified teachers hired as early as possible to avoid losing them to other districts. The recruitment and retention plan includes:</p> <ul style="list-style-type: none"> • Market and highlight the positives of joining a small school division in a small city school division • Provide excellent customer service in assisting the new teachers through the hiring and employment process (completion of paperwork, locating housing, etc.) • Signing bonuses are provided for all new highly qualified teachers • Comprehensive orientation is provided for all new teachers to the division • Mentor teachers are assigned to all new teaches to provide support throughout the school year • Tuition reimbursement is provided to teachers who need to take courses to complete provisional requirements • High Quality professional development is provided for all instructional staff • Partnerships are developed with colleges and universities to provide reduced tuition costs for teachers who wish to take coursework for license renewal or want to pursue advanced degrees |

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| | | <ul style="list-style-type: none"> • A positive culture is created in the schools that promote professional learning and collegiality, as well as the skills and stamina needed for turnaround • Teachers are given a voice in school and LEA decisions by appointments on committees and assigning roles and responsibilities that build leadership and confidence |
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Transformation Toolkit

Strand D: Working with Stakeholders and Building Support for Transformation

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| Indicator | D1 - The LEA/School has assigned transformation team members the task of creating a plan to work and communicate with stakeholders prior to and during implementation of the transformation. (898) | | |
| Status | Tasks completed: 0 of 2 (0%) | | |
| Assessment | Level of Development: | Initial: No development or Implementation 01/30/2013 | |
| | Index: | 9 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 3 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | EdisonLearning is the LTP managing transformation. Edison is in the process of assessing the Priority School for transformation. After the assessment, transformation team members will be assigned tasks to create a plan to work and communicate with stakeholders prior to and during implementation of the transformation. | |
| Plan | Assigned to: | Lisa Francis | |
| | How it will look when fully met: | FCPS will have a transformation plan for working and communicating with all stakeholders. | |
| | Target Date: | 04/30/2013 | |
| | Tasks: | | |
| | | 1. Upon completion of the CQA summary, EdisonLearning's representatives will meet with the FCPS School Board to discuss their findings for transformation. | |
| | | Assigned to: | Michelle Belle and Katchia Gethers |
| | | Added date: | 01/30/2013 |
| | | Target Completion Date: | 03/30/2013 |
| | | Comments: | |
| | | 2. By February 1, 2013, EdisonLearning will administer its CQA. | |
| | | Assigned to: | Katchia Gethers and Lisa Francis |
| | | Added date: | 01/30/2013 |

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| | | Target Completion Date: | 02/01/2013 |
| | | Comments: | |
| Implement | Percent Task Complete: | Tasks completed: | 0 of 2 (0%) |

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| Indicator | D2 - The LEA/School has announced changes and anticipated actions publicly; communicated urgency of rapid improvement, and signaled the need for rapid change. (899) | | |
| Status | Full Implementation | | |
| Assessment | Level of Development: | Initial: Full Implementation 01/30/2013 | |
| | Evidence: | At a parent meeting (January 24, 2013) and at a School Board meetings (December 2012 and January 2013), EdisonLearning's representatives presented to parents and community stakeholders the expected changes and the need for transformation. | |

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| Indicator | D3 - The LEA/School has engaged parents and community in the transformation process. (901) | | |
| Status | Tasks completed: 0 of 1 (0%) | | |
| Assessment | Level of Development: | Initial: Limited Development 01/21/2013 | |
| | Index: | 6 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 2 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | A Parent Forum introducing parents of JPK will be held January 24, 2013. Dinner will be served. This will be an opportunity for parents to begin and understand the purpose of Edison Learning. A parent focus group of selected parents will be chosen to interview with Edison Learning. | |
| Plan | Assigned to: | Lisa Francis | |
| | How it will look when fully met: | Parents and Community will be actively involved in the transformation process | |
| | Target Date: | 06/30/2015 | |
| | Tasks: | | |
| | | 1. Periodical Parent Focus Groups will be held to inform parents and the community of the transformation process. | |
| | | Assigned to: | ML Cruey |
| | | Added date: | 01/30/2013 |
| | | Target Completion Date: | 06/30/2015 |
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| Implement | Percent Task Complete: | Tasks completed: 0 of 1 (0%) |
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| Indicator | D4 - The LEA/School has support for transformation from all stakeholders. (902) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/30/2013 |
| | Evidence: | <p>Parents and all stakeholders have participated in sessions related to transformation on occasions including</p> <ul style="list-style-type: none"> * Parent Information Night * Student Focus Group * Parent Focus Group * Parents as Partners * School Board Meeting * Volunteerism at the school <p>There is no evidence of negativity reported in the school community.</p> |

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| Indicator | D5 - The LEA/School has established a positive organizational culture. (903) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/30/2013 |
| | Evidence: | <p>At J. P. King, Jr. Middle School, the administration has</p> <p>Replaced ineffective custodial staff member. Consequently, the building is cleaner, brighter, and more student friendly per comments from students and parents.</p> <p>Opened the line of communication between the administration and staff. There is an open door policy for teachers to talk to the administrators as appropriate.</p> <p>Demonstrated her interest in students as individuals. For example, the Principal signs each student's report card and makes comments.</p> <p>Implemented a Parents as Partners Advisory/Informational group.</p> |

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| Indicator | D6 - The LEA/School helps stakeholders overcome resistance to change. (904) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/30/2013 |
| | Evidence: | <p>Parents and all stakeholders have participated in sessions related to transformation on occasions including</p> <ul style="list-style-type: none"> * Parent Information Night * Student Focus Group * Parent Focus Group * Parents as Partners * School Board Meeting |

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| | | * Volunteerism at the school |
| | | There is no evidence of negativity reported in the school community. |

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| Indicator | D7 - The LEA/School persists and perseveres, but discontinues failing strategies. (905) | | |
| Status | Tasks completed: 0 of 1 (0%) | | |
| Assessment | Level of Development: | Initial: Limited Development 01/30/2013 | |
| | Index: | 3 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 1 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | The LEA is assessing for effectiveness the current lesson plan template, professional development practices, the design of division benchmark tests and other practices. FCPS has secured EdisonLearning to assist in analyzing and evaluating current practices and to advance school improvement. | |
| Plan | Assigned to: | Ricky Wright | |
| | How it will look when fully met: | There will be a systemic checks and balances process to evaluate the effectiveness of current strategies, practices, and processes related to student performance and achievement. Changes will be made as appropriate. | |
| | Target Date: | 09/30/2015 | |
| | Tasks: | | |
| | | 1. Throughout the time that FCPS is in a relationship with Edison and the examination of FCPS strategies, practices, and processes, documentation will be made of successful strategies, practices, and processes. Documentation will center around a graphic organizer including who, what, when, where, why and how. | |
| | | Assigned to: | Lisa Francis, Ricky Wright, Katchia Gethers, Kelle |
| | | Added date: | 01/30/2013 |
| | | Target Completion Date: | 09/30/2015 |
| | | Comments: | |
| Implement | Percent Task Complete: | Tasks completed: 0 of 1 (0%) | |

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| Transformation Toolkit | | | |
| Strand E: Contracting with External Providers | | | |
| Indicator | E1 - The LEA has identified potential external providers. (906) | | |
| Status | Full Implementation | | |
| Assessment | Level of Development: | Initial: Full Implementation 01/21/2013 | |
| | Evidence: | Edison Learning was chosen as J.P. King's Lead Turnaround | |

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| | Partner. |
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| Indicator | E2 - The LEA has written and issued a request for proposals from potential external providers. (910) | | |
| Status | Full Implementation | | |
| Assessment | Level of Development: | Initial: Full Implementation 01/21/2013 | |
| | Evidence: | Edison Learning has been chosen as J.P. King's Lead Turnaround Partner | |

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| Indicator | E3 - The LEA has developed a transparent selection criteria for external providers. (911) | | |
| Status | Full Implementation | | |
| Assessment | Level of Development: | Initial: Full Implementation 01/21/2013 | |
| | Evidence: | Several external providers presented their turnaround programs to the Franklin City School Board during public meeting sessions. The Franklin City School Board secured EdisonLearning to provide comprehensive educational and management services to its Priority School. The district retains ultimate authority and control through its ability to set the terms of the contract and terminate the agreement if the terms are not met. | |

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| Indicator | E4 - The LEA has reviewed proposals, conducted due diligence, and select provider(s). (912) | | |
| Status | Full Implementation | | |
| Assessment | Level of Development: | Initial: Full Implementation 01/21/2013 | |
| | Evidence: | Selection criteria were followed according to VDOE standards and EdisonLearning was chosen by Franklin City Public Schools. | |

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| Indicator | E5 - The LEA has negotiated contracts with providers, including goals, benchmarks, and plans to manage assets. (913) | | |
| Status | Tasks completed: 0 of 1 (0%) | | |
| Assessment | Level of Development: | Initial: Limited Development 01/21/2013 | |
| | Index: | 3 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 1 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | Selection criteria were followed according to VDOE standards and EdisonLearning was chosen by Franklin City Public Schools. | |
| Plan | Assigned to: | Kelley Conaway | |
| | How it will look when fully met: | EdisonLearning, the LTP, is currently on site conducting its | |

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| | | CQA. Edison's representatives are gathering data. |
| | Target Date: | 02/01/2013 |
| | Tasks: | |
| | 1. EdisonLearning will conduct its CQA by February 1, 2013. | |
| | Assigned to: | Katchia Gethers and Lisa Francis |
| | Added date: | 01/30/2013 |
| | Target Completion Date: | 02/01/2013 |
| | Comments: | |
| Implement | Percent Task Complete: | Tasks completed: 0 of 1 (0%) |

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| Indicator | E6 - The LEA has planned for and initiated an ongoing cycle of continuous progress monitoring and adjustment. (914) | | |
| Status | Tasks completed: 0 of 1 (0%) | | |
| Assessment | Level of Development: | Initial: Limited Development 01/30/2013 | |
| | Index: | 3 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 1 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | The Lead Turnaround Partner is currently onsite conducting its Quality Collaborative Assessment (CQA). | |
| Plan | Assigned to: | Lisa Francis | |
| | How it will look when fully met: | EdisonLearning, the LTP, is currently on site conducting its CQA. Edison's representatives are gathering data. | |
| | Target Date: | 03/15/2013 | |
| | Tasks: | | |
| | | 1. EdisonLearning will conduct its CQA by February 1, 2013. | |
| | | Assigned to: | Lisa Francis, Katchia Gethers |
| | | Added date: | 01/30/2013 |
| | | Target Completion Date: | 02/01/2013 |
| | | Comments: | |
| Implement | Percent Task Complete: | Tasks completed: 0 of 1 (0%) | |

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| Indicator | E7 - The LEA is prepared to proactively deal with problems and drop strategies that do not work. (915) | | |
| Status | Tasks completed: 0 of 1 (0%) | | |
| Assessment | Level of Development: | Initial: Limited Development 01/30/2013 | |
| | Index: | 9 | (Priority Score x Opportunity Score) |

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| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 3 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| Plan | Describe current level of development: | The Lead Turnaround Partner is currently onsite conducting its Quality Collaborative Assessment (CQA). | |
| | Assigned to: | Lisa Francis | |
| | How it will look when fully met: | EdisonLearning, the LTP, is currently on site conducting its CQA. Edison's representatives are gathering data. | |
| | Target Date: | 03/15/2013 | |
| Tasks: | | | |
| | | 1. EdisonLearning will conduct its CQA by February 1, 2013. | |
| | | Assigned to: | Lisa Francis, Katchia Gethers |
| | | Added date: | 01/30/2013 |
| | | Target Completion Date: | 02/01/2013 |
| | | Comments: | |
| Implement | Percent Task Complete: | Tasks completed: 0 of 1 (0%) | |

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| Indicator | E8 - The LEA has a plan for evaluation and has clarified who is accountable for collecting data. (916) | | |
| Status | Full Implementation | | |
| Assessment | Level of Development: | Initial: Full Implementation 01/30/2013 | |
| | Evidence: | FCPS and EdisonLearning, each has a role in transformation. FCPS has a plan for evaluation and each partner knows its responsibilities for data collection. FCPS is in the process of capacity building through the efforts of the Division Leadership Team, its State Facilitator, and EdisonLearning. The goal is to be self-sustaining by the end of the contractual agreement with EdisonLearning. | |

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| Transformation Toolkit | | | |
| Strand F: Establishing and Orienting the School Transformation Team | | | |
| Indicator | F1 - The LEA has appointed a school transformation team. (917) | | |
| Status | Full Implementation | | |
| Assessment | Level of Development: | Initial: Full Implementation 01/30/2013 | |
| | Evidence: | The LEA has appointed a school transformation team. At the building level, School Improvement team is comprised of Principal, Assistant Principal, Guidance Counselor, Building Lead Teacher, Grade Level Chairs including Special Education and Specialists. At the District Level, the team is comprised of Superintendent, all three building principals and assistant | |

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| | | principals, Lead Teacher for Special Education, Director of Instruction and State Liaison. |
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| Indicator | F2 - The LEA provides the school transformation team members receive information on what the school can do to promote rapid improvement. (918) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/30/2013 |
| | Evidence: | <p>The LEA provides the school transformation team members information on what the school can do to promote rapid improvement. For example, relative to intervention and increased student performance</p> <ul style="list-style-type: none"> • The school enters data into the data management system. • The Data Manager retrieves and disaggregates data and puts them into a user-friendly format for Triage, the FCPS intervention vehicle. • Transformation Team members are then able to analyze the data that will inform instruction for individual learners. • The Transformation Team forwards to Central Office an intervention plan for each student who triggers in all three at-risk areas—academics, attendance, and behavior. • The plan is approved or amended in collaboration with the school. • Monitoring is multi-faceted occurring at the school and by way of Central Office. |

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| Transformation Toolkit | | | |
| Strand G: Leading Change (Especially for Principals) | | | |
| Indicator | G1 - The principal is a change leader. (919) | | |
| Status | Tasks completed: 0 of 1 (0%) | | |
| Assessment | Level of Development: | Initial: Limited Development 01/26/2013 | |
| | Index: | 6 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 2 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | <p>Current principal is a first year principal and new to this building. The first action taken by the principal was to review staff certification; analyze school, teacher, and student data; inspect the physical plant including every space in the building. Building layout was reviewed and room assignments were made based on grade levels and student clusters. Individual meetings were held with Associate Director of Instruction, building Lead Teacher, newly appointed assistant principal, guidance counselor, and each custodian. As a result of the items above, the following actions were taken.</p> | |

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| | | 1. Tone setting meeting with all staff (including custodians, cafeteria, etc.) 2. Established school theme 3. Reviewed and reinforced division performance objectives. All were to post in their locations. 4. Established school improvement team. 5. Developed and shared plan for teacher motivational incentives (ex. staff dress down days) 6. Established school and classroom procedures including defining timelines for turning in lesson plans and receiving feedback, grade level department meeting minutes, expected attendance at mandatory meetings. 7. Walkthrough expectations: building Lead Teacher – 48 per month; principal and assistant principal – 20 each per month. 8. Observations: principal and assistant principal 8 per month combined. |
| Plan | Assigned to: | Lisa Francis |
| | How it will look when fully met: | <p>All teachers will be highly qualified and teaching in their content area. Teachers classrooms are managed and rigorous learning is taking place daily.</p> <p>The building will be a clean, safe and nurturing environment for all students and staff. An environment that requires high expectations for all students and enable them to be caring, productive citizens and lifelong learners.</p> <p>The principal will communicate a positive vision where all staff feels like the administration is on "their side". Providing appropriate feedback to staff when needed where staff feels accepted and not rejected.</p> <p>Lesson plans reflect rigor and differentiated instruction.</p> <p>A school that is meeting state and federal expectations.</p> |
| | Target Date: | 06/30/2014 |
| | Tasks: | |
| | | 1. The Principal along will communicate a positive vision for J.P. King Middle School. A school theme and mission are established. The physical plant, including every space in the building will be conducive to learning. |
| | Assigned to: | Lisa Francis |
| | Added date: | 01/30/2013 |
| | Target Completion Date: | 06/30/2013 |
| | Comments: | |
| Implement | Percent Task Complete: | Tasks completed: 0 of 1 (0%) |

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| Indicator | G2 - The principal effectively and clearly communicates the message of change. (920) |
| Status | Tasks completed: 0 of 1 (0%) |

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| Assessment | Level of Development: | Initial: Limited Development 01/26/2013 | |
| | Index: | 9 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 3 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | During preservice in August 2012, an entire day was devoted to analyzing data and creating next steps as a faculty. Charts were created to display objectives and areas of improvement. Principal and appropriate Central Office held a meeting with all staff to discuss and define priority status. Principal spoke with staff about the need for absolute commitment by each staff member, continued focus on getting it right, accepting constructive criticism, and absolute accountability. Student assemblies were held at the opening of school, every grade level, to discuss code of conduct, where school and students are and where they need to be. Each morning, students are given a pep talk by principal and assistant principal. Pep talk may include behavior and/or achievement issues. An August Parent Open House was held to discuss status of the school, academic and behavioral expectations, and the necessity of parental support and involvement. | |
| Plan | Assigned to: | Lisa Francis | |
| | How it will look when fully met: | Staff will be totally committed to making sure that rigorous differentiated instruction is taking place daily in the classroom. Students will meet all state and federal expectations. | |
| | Target Date: | 06/30/2014 | |
| | Tasks: | | |
| | | 1. The principal will create the changes needed based on data analysis throughout the year through benchmark data, istation data, I Can Learn Data, and frequesnt student assessments. Walkthroughs and Observations conducted by administration and Building Lead Teacher will provide data as well. | |
| | | Assigned to: | Lisa Francis |
| | | Added date: | 01/30/2013 |
| | | Target Completion Date: | 06/30/2014 |
| | | Comments: | |
| Implement | Percent Task Complete: | Tasks completed: 0 of 1 (0%) | |

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| Indicator | G3 - The principal collects and acts on data from a variety of sources and in a timely manner. (921) | | |
| Status | Tasks completed: 0 of 1 (0%) | | |
| Assessment | Level of Development: | Initial: Limited Development 01/26/2013 | |
| | Index: | 6 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |

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| | Opportunity Score: | 2 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | In August, an entire day was devoted to data analysis including school, grade level, classroom, and individual student and teacher data. Three year student performance by question data was analyzed. Teacher and student attendance and discipline data were analyzed. Next steps were identified as a result of this data analysis. Every six weeks, the principal, assistant principal, building lead teacher, and grade level teachers (including special education teachers) meet to analyze benchmark data by grade level, classroom, and student. Next steps are identified for each teacher. Monthly, triage meetings are held. Triage data include each student's name and their discipline, attendance, and academic data. Principal and assistant principal analyze data at monthly district improvement meetings and then meet with staff in the building. In weekly grade level meetings, teachers plan interventions for students identified as Tier 2 or Tier 3 (See TA01, TA02, TA03.) | |
| Plan | Assigned to: | Lisa Francis | |
| | How it will look when fully met: | Data drives all instruction in the building. Teachers are to administer frequent student assessments and Each six weeks teachers analyzed their benchmark data and benchmark meetings are held to discuss and next steps for those students scoring below the benchmark. Each month Triage, breaks down students by attendance, discipline and academics. Teachers analyze this data and decide who will do what by when. Next steps to move these students off Triage. | |
| | Target Date: | 06/30/2013 | |
| Tasks: | | | |
| | | 1. Monthly Benchmark Meetings are held with grade levels to analyze data and document next steps. | |
| | | Assigned to: | Patti Rabil |
| | | Added date: | 01/30/2013 |
| | | Target Completion Date: | 06/30/2013 |
| | | Comments: | |
| Implement | Percent Task Complete: | Tasks completed: 0 of 1 (0%) | |

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| Indicator | G4 - The principal, after reviewing the data, seeks quick wins. (922) | | |
| Status | Tasks completed: 0 of 1 (0%) | | |
| Assessment | Level of Development: | Initial: Limited Development 01/26/2013 | |
| | Index: | 6 | (Priority Score x Opportunity Score) |
| | Priority Score: | 2 | (3 - highest, 2 - medium, 1 - lowest) |

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| | Opportunity Score: | 3 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | As a result of the new principal's walk through of the physical plant, one quick win was painting all doorways and doors, thorough cleaning of every room in the building, manicuring the building grounds, and removal of old, broken furniture. Another quick win was cleaning and reorganization of the front office and the teacher's lounge. Quick wins for students: six weeks awards assemblies (attendance, behavior, and/or grades), Principal's Pride, and use of Bronco Bucks by non-core teachers and staff, Non-core staff recognizes students caught being good and give the Bucks to the homeroom teacher. Once homeroom has 10 "Bucks," administration gives the homeroom a reward. Staff survey about day of the week to turn in lesson plans resulted in a quick win for staff where day was changed. | |
| Plan | Assigned to: | Lisa Francis | |
| | How it will look when fully met: | Principal's "open-door" policy allows teachers to feel as if their voice can be heard. Students are successful and productive citizens and feel safe at school. The school is "alive" and inviting to the community and parents. | |
| | Target Date: | 06/30/2014 | |
| Tasks: | | | |
| | | 1. Cleaning the physical plant, removing old furniture and painting the walls and doorways. | |
| | | Assigned to: | Lisa Francis |
| | | Added date: | 01/30/2013 |
| | | Target Completion Date: | 06/30/2014 |
| | | Comments: | |
| Implement | Percent Task Complete: | Tasks completed: 0 of 1 (0%) | |

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| Indicator | G5 - The principal provides optimum conditions for a school transformation team to make decisions and act on their decisions. (923) | | |
| Status | Tasks completed: 0 of 1 (0%) | | |
| Assessment | Level of Development: | Initial: Limited Development 01/26/2013 | |
| | Index: | 3 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 1 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | The school has the following teams: A School Improvement Team is comprised of the principal, assistant principal, building Lead Teacher, representative from each department (English, math, science, history, special education, CTE, guidance counselor, and parent.) The School | |

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| | | Improvement Team meets, at a minimum, monthly after school. Grade Level Teams meet weekly for 45 minutes to monitor the progress of students, discuss strategies, and interventions. Meeting minutes are turned in weekly to the school administrator. Department Team Meetings are held once a month after school to discuss research based strategies, progress of students and interventions. Each team above is required to have agendas and meeting minutes. Minutes must reflect next steps. |
| Plan | Assigned to: | Lisa Francis |
| | How it will look when fully met: | Grade Levels will meet weekly for 90 minutes and complete a minutes form with who does what when? Students will be meeting the expectations through rigorous differentiated assignments. |
| | Target Date: | 06/30/2015 |
| | Tasks: | |
| | 1. Administration will set the agenda for grade level meetings to be held 90 minutes once a week. | |
| | Assigned to: | Lisa Francis |
| | Added date: | 01/30/2013 |
| | Target Completion Date: | 06/30/2015 |
| | Comments: | |
| Implement | Percent Task Complete: | Tasks completed: 0 of 1 (0%) |

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| Indicator | G6 - The principal, with the school transformation team, persists and perseveres, but discontinues failing strategies. (924) | | |
| Status | Tasks completed: 0 of 1 (0%) | | |
| Assessment | Level of Development: | Initial: Limited Development 01/26/2013 | |
| | Index: | 6 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 2 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | <p>The first action taken by the principal was to review staff certification; analyze school, teacher, and student data. Individual meetings were held with Associate Director of Instruction, building Lead Teacher, newly appointed assistant principal, guidance counselor. As the year progresses, the principal will continuously examine instructional practices. Where data indicate a practice is successful, it will be continued. Where data indicate a practice is unsuccessful, it will be altered or discontinued. To date the following actions have been taken.</p> <p>1. I Can Math Lab – schedule was revised so that students</p> | |

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| | | <p>have a full 90 minutes every other day. The lessons have been restructured to align with the Virginia Standards of Learning.</p> <p>2. The schedule for gifted pullout was revised so that students do not miss core subjects.</p> <p>3. The Tutoring and Remediation (TAR) period built into daily master schedule has been restructured. The TAR schedule is reviewed and monitored by the assistant principal who reports weekly to the principal. Lesson plans are submitted for TAR. Further restructuring will be taking place in order to align intervention identification, planning, and outcomes more tightly.</p> |
| Plan | Assigned to: | Lisa Francis |
| | How it will look when fully met: | All Staff will be fully certified and endorsed in the area of which they are teaching. Students will be meeting the expectations of state and federal requirements. Teachers will create lesson plans and implement those plans in their classrooms that show rigor and differentiation on a daily basis. |
| | Target Date: | 06/30/2015 |
| | Tasks: | |
| | 1. I Can Learn Math Lab meets for 90 minutes every other day. | |
| | Assigned to: | Lisa Francis |
| | Added date: | 01/30/2013 |
| | Target Completion Date: | 06/30/2013 |
| | Comments: | |
| Implement | Percent Task Complete: | Tasks completed: 0 of 1 (0%) |

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Transformation Toolkit

Strand H: Evaluating, Rewarding, and Removing Staff

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| Indicator | H1 - The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. (925) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/31/2013 |
| | Evidence: | The LEA has a consistent procedure in place for recruiting, evaluating, rewarding and replacing staff. Recruitment is an on-going process that is used to attract high-quality staff. The LEA has a policy and procedures in place for evaluating teachers and school administrators. All staff have received training on the evaluation procedures. The procedures are monitored closely to assure accurate and effective implementation |

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| Indicator | H2 - The principal regularly evaluates a range of teacher skills and knowledge, using a variety of valid and reliable tools. (926) | |
| Status | Full Implementation | |

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| Assessment | Level of Development: | Initial: Full Implementation 01/26/2013 |
| | Evidence: | Franklin City Public Schools and J. P. King Middle School use a variety of tools for evaluation including walkthroughs and observations. Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers has seven standards that are used for teacher evaluation. Standards related to professional knowledge, instructional planning, instructional delivery, assessment of and for student learning, learning environment and professionalism each account for ten percent of the evaluation and performance rating within the model. The standard related to student growth accounts for 40%. Explicit details about the guidelines for teacher evaluation can be found on the Virginia Department of Education's website under Teaching in Virginia, Performance and Evaluation. To sustain full implementation of teacher evaluation, JPK staff will annually follow FCPS Teacher Evaluation Handbook and VDOE guidelines. |

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| Indicator | H3 - The principal includes evaluation of student outcomes in teacher evaluation. (927) | | |
| Status | Full Implementation | | |
| Assessment | Level of Development: | Initial: Full Implementation 01/26/2013 | |
| | Evidence: | <p>JPK follows the Board adopted Teacher Evaluation Handbook. Performance Standard 7, weighted 40%, addresses Student Academic Progress and is described below.</p> <p>The work of the teacher results in acceptable, measurable, and appropriate student academic progress. Examples of teacher work conducted in the performance of the standard may include, but are not limited to: sets acceptable, measurable and appropriate achievement goals for student academic progress based on baseline data; documents the progress of each student throughout the year; provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other multiple measures of student growth; and uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.</p> | |

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| Indicator | H4 - The principal makes the evaluation process transparent. (928) | | |
| Status | Tasks completed: 0 of 1 (0%) | | |
| Assessment | Level of Development: | Initial: No development or Implementation 01/26/2013 | |
| | Index: | 1 | (Priority Score x Opportunity Score) |
| | Priority Score: | 1 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 1 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | Based on Wise Ways, FCPS describes itself as no development or implementation due to budgetary constraints. However, | |

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| | | extensive professional development on the revised teacher evaluation has been conducted and is ongoing. |
| Plan | Assigned to: | Lisa Francis |
| | How it will look when fully met: | Teacher Evaluation is ongoing and reviews will be conducted mid year and end of year. |
| | Target Date: | 06/30/2015 |
| | Tasks: | |
| | 1. Teacher Evaluations Notebooks will be reviewed mid year by administrators. | |
| | Assigned to: | Lisa Francis |
| | Added date: | 01/31/2013 |
| | Target Completion Date: | 06/30/2015 |
| | Comments: | |
| Implement | Percent Task Complete: | Tasks completed: 0 of 1 (0%) |

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| Indicator | H5 - The LEA/principal provides training to those conducting teacher evaluations to ensure that they are conducted with fidelity to standardized procedures. (929) | | |
| Status | Tasks completed: 0 of 1 (0%) | | |
| Assessment | Level of Development: | Initial: Limited Development 01/27/2013 | |
| | Index: | 6 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 2 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | When the revised Uniform Performance Standards for Teachers were released by the Virginia Department of Education, the superintendent and appropriate Central Office staff held two informational sessions with each building (during the 2011-12 school year). The FCPS teacher evaluation process was developed by a team of teachers, administrators, and Central Office personnel. This draft was shared with each building’s staff. Staff was asked for input. Input was provided and changes were made as appropriate. Central Office met with each staff to review and discuss the final draft. During January 2012, prior to implementation in August, division-wide training was provided on goal setting. As a part of August 2012, preservice, additional training was provided on all seven standards. In September 2012, a full day of professional development was provided for actual goal setting. | |
| Plan | Assigned to: | Lisa Francis | |
| | How it will look when fully met: | Teacher Portfolios will be reviewed and final evaluations will be given by administrators. | |
| | Target Date: | 06/30/2015 | |
| | Tasks: | | |

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| | | 1. Administrators will conduct a mid year review of teacher portfolios. |
| | Assigned to: | Lisa Francis |
| | Added date: | 01/31/2013 |
| | Target Completion Date: | 06/30/2015 |
| | Comments: | |
| Implement | Percent Task Complete: | Tasks completed: 0 of 1 (0%) |

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| Indicator | H6 - There is an established procedure for documenting the teacher evaluation process. (931) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 01/26/2013 |
| | Evidence: | According to Wise Ways, this should be no development or implementation. However, JPK/FCPS does document the evaluation process. The evaluation process is documented in the FCPS board approved Teacher Evaluation Handbook. Additionally, the process is documented through the required teacher documentation logs, fall goal setting meetings, midyear review, and spring summative review. The LEA monitors the implementation of the Teacher Evaluation process closely by requiring monthly reports on teacher observations and conducting mid-year reviews on teacher evaluations with all principals. |

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| Indicator | H7 - The principal provides timely, clear, constructive feedback to teachers. (932) | | |
| Status | Tasks completed: 0 of 1 (0%) | | |
| Assessment | Level of Development: | Initial: Limited Development 01/26/2013 | |
| | Index: | 6 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 2 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | The handbook delineates guidelines and expectations for providing timely, clear, and constructive feedback to teachers. In August the principal reviews the teacher evaluation process and handbook. During the 2012-13 school year, a September professional development day was dedicated to goal setting. Teams worked with teachers to provide support and feedback for Standard 7 (student growth.) The principal reviewed each teacher's goals and provided feedback to each teacher. For each walkthrough conducted, written feedback is given to teachers. For each observation, written feedback is given, and a face-to-face meeting is conducted. In some cases a pre-observation conference is held prior to the observation. A mid-year professional development day is dedicated to monitoring progress as evidenced in the Teacher | |

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| | | Documentation Log. Documentation logs and student growth data are due at the end of the school year. The principal reviews all evidence as presented in the Documentation Log and student growth data from Standard 7 and determines final summative rating. Individual summative meetings are held with each teacher to determine their final evaluation rating. The principal encourages staff to discuss their performance at any time during the year. |
| Plan | Assigned to: | Lisa Francis |
| | How it will look when fully met: | Teachers will have completed their Teacher Evaluation Portfolios. |
| | Target Date: | 06/30/2015 |
| | Tasks: | |
| | 1. Administration will review all teacher portfolios in January 2013. | |
| | Assigned to: | Lisa Francis |
| | Added date: | 01/31/2013 |
| | Target Completion Date: | 06/30/2015 |
| | Comments: | |
| Implement | Percent Task Complete: | Tasks completed: 0 of 1 (0%) |

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| Indicator | H8 - The evaluation process is linked with the LEA's collective and individual professional development programs. (933) | |
| Status | Not a priority or interest | |
| Assessment | Level of Development: | Initial: No development or Implementation 01/21/2013 |
| | Explain why not a Priority or Interest: | Not Applicable in VA. |

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| Indicator | H9 - The LEA/School assesses the evaluation process periodically to gauge its quality and utility. (934) | |
| Status | Tasks completed: 0 of 1 (0%) | |
| Assessment | Level of Development: | Initial: Limited Development 01/26/2013 |
| | Index: | 6 (Priority Score x Opportunity Score) |
| | Priority Score: | 3 (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | The evaluation process for 2012-13 school year is new. The FCPS School Board adopted the revised Uniform Performance Standards for Teachers as provided by the Virginia Department of Education. |
| Plan | Assigned to: | Lisa Francis |
| | How it will look when fully met: | Once the process has been implemented in its initial year, feedback from administrators and teachers will be gathered and reviewed in order to evaluate and adjust the evaluation |

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| | | process. Fidelity to the process, ease of use, and validity of the data will be assessed. |
| | Target Date: | 06/30/2015 |
| | Tasks: | |
| | 1. | Mid Year and end of year reviews of teacher portfolios and teacher goals to be completed by administration. |
| | Assigned to: | Ricky Wright |
| | Added date: | 01/30/2013 |
| | Target Completion Date: | 06/30/2014 |
| | Comments: | |
| Implement | Percent Task Complete: | Tasks completed: 0 of 1 (0%) |

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| Indicator | H10 - The LEA/School has created a system for making awards that is transparent and fair. (935) | |
| Status | Not a priority or interest | |
| Assessment | Level of Development: | Initial: No development or Implementation 01/27/2013 |
| | Explain why not a Priority or Interest: | Franklin City Public Schools has non-monetary incentives that are given teachers. Currently, the School Division cannot support a budget to include performance-based monetary awards for teachers. |

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| Indicator | H11 - The LEA/School has worked with teachers and teachers' union at each stage of developing and implementation the system of awards. (936) | |
| Status | Not a priority or interest | |
| Assessment | Level of Development: | Initial: No development or Implementation 01/21/2013 |
| | Explain why not a Priority or Interest: | Not Applicable in VA |

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| Indicator | H12 - The LEA/School has implemented a communication plan for building stakeholder support, for the system of awards. (937) | |
| Status | Not a priority or interest | |
| Assessment | Level of Development: | Initial: No development or Implementation 01/27/2013 |
| | Explain why not a Priority or Interest: | Franklin City Public Schools has non-monetary incentives that are given teachers. Currently, the School Division cannot support a budget to include performance-based monetary awards for teachers. |

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| Indicator | H13 - The LEA/School has secured sufficient funding for long-term program sustainability, for the system of awards. (938) | |
| Status | Not a priority or interest | |
| Assessment | Level of Development: | Initial: No development or Implementation 01/27/2013 |
| | Explain why not a Priority or Interest: | Franklin City Public Schools has non-monetary incentives that are given teachers. Currently, the School Division cannot |

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| | | support a budget to include performance-based monetary awards for teachers. |
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| Indicator | H14 - The LEA/School has developed a system of providing performance-based incentives for staff using valid data on whether performance indicators have been met. (939) | |
| Status | Not a priority or interest | |
| Assessment | Level of Development: | Initial: No development or Implementation 01/27/2013 |
| | Explain why not a Priority or Interest: | Franklin City Public Schools has non-monetary incentives that are given teachers. Currently, the School Division cannot support a budget to include performance-based monetary awards for teachers. |

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| Indicator | H15 - The LEA/School has identified and established non-monetary incentives for performance. (940) | | |
| Status | Tasks completed: 0 of 1 (0%) | | |
| Assessment | Level of Development: | Initial: Limited Development 01/27/2013 | |
| | Index: | 6 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 2 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | Non-monetary incentives currently include individual teacher notes from administration about meeting student performance expectations (SOL scores); morning announcements recognizing students and/or teachers for meeting academic goals; students that pass SOLs will be invited to JPK Winter Blast; and student and/or teacher dress days for meeting academic goals. The LEA provides non-monetary performance-based rewards to teachers in the following ways: recognition at School Board meetings, presentation of pins for "achieving excellence", awarding gift cards or discounts to teachers from local businesses through partnerships and donations, recognition in newspapers and newsletters. | |
| Plan | Assigned to: | Lisa Francis | |
| | How it will look when fully met: | The Priority School and the LEA will provide non-monetary incentives to teachers. The principal and LEA will provide recognition to teachers by distributing leadership, showing personal interest, providing public acknowledgment before colleagues and parents, and giving private praise and encouragement. The Priority School's administration and teachers will use rewards and recognition of students to help establish a school learning climate where academic achievement is valued. Rewards will be given frequently and they will reach a high percentage of students. Recognizing academic excellence will be the focus of the awards program for teachers and students. | |
| | Target Date: | 09/06/2013 | |

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| | Tasks: | | |
| | | 1. The Priority School administration and Central Office contact will meet to investigate a system of awards that can be used to recognize teachers and students by March 31, 2013. | |
| | | Assigned to: | Kelley Conaway, Lisa Francis, Ricky Wright, Patti |
| | | Added date: | 01/31/2013 |
| | | Target Completion Date: | 06/30/2013 |
| | | Comments: | |
| Implement | Percent Task Complete: | Tasks completed: 0 of 1 (0%) | |

March 27, 2013

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| Indicator | H16 - The LEA/School has created several exit points for employees (e.g., voluntary departure of those unwilling, unable to meet new goals, address identified problems). (941) | | |
| Status | Full Implementation | | |
| Assessment | Level of Development: | Initial: Full Implementation 01/27/2013 | |
| | Evidence: | A voluntary exit point is FCPS Intent Form due annually in late January/early February. The Board approved FCPS Teacher Evaluation Handbook contains a section entitled "Improving Professional Performance" which describes two tools that can lead to exit – Support Dialogue and Performance Improvement Plan. The JPK principal annually reviews the Teacher Evaluation Handbook including the section on Improving Professional Performance. | |

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| Indicator | H17 - The LEA/School has established and communicated clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for an employee receiving an unsatisfactory evaluation or warning. (942) | | |
| Status | Full Implementation | | |
| Assessment | Level of Development: | Initial: Full Implementation 01/27/2013 | |
| | Evidence: | The FCPS Teacher Evaluation Handbook delineates guidelines and expectations for providing timely, clear, and constructive feedback to teachers. The principal reviews all evidence as presented in the Documentation Log and student growth data from Standard 7 and determines final summative rating. Individual summative meetings are held with each teacher to determine their final evaluation rating. The principal encourages staff to discuss their performance at any time during the year. A Performance Improvement Plan is designed to support a teacher in addressing areas of concern through targeted supervision and additional resources. It may be used by an evaluator at any point during the year for a teacher whose professional practice would benefit from additional support. A Performance Improvement Plan will be required if a rating of "Needs Improvement" or "Unacceptable" is given on a Teacher Summative Performance Evaluation Report. | |

March 27, 2013

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| Indicator | H18 - The LEA has reformed tenure protections, seniority rights, and other job protections to enable quick performance-based dismissals. (943) | | |
| Status | Tasks completed: 0 of 1 (0%) | | |
| Assessment | Level of Development: | Initial: No development or Implementation 01/31/2013 | |
| | Index: | 2 | (Priority Score x Opportunity Score) |
| | Priority Score: | 2 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 1 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | The LEA recognizes the need to reform tenure protections, seniority rights and other job protections to enable school leaders to move forward with quick performance-based dismissals. The current state and local policies do not allow for quick performance based dismissals. | |
| Plan | Assigned to: | Kelley Conaway | |
| | How it will look when fully met: | The LEA will have policies in place that would allow principals to bypass the tenure and seniority protections that would otherwise apply to all staff. The special provisions and or policy changes would empower school leaders to make their own, targeted personnel decisions, based on the needs of students and their specific goals for turnaround in the school. The goal of the provisions will be to enable quick dismissals of the teachers in low-performing schools who cannot or will not support school improvement and the turnaround efforts. | |
| | Target Date: | 06/30/2013 | |
| | Tasks: | | |
| | | 1. The Human Resources Director will contact the Division's legal agency to determine the steps that are required to implement a quick performance-based dismissal program by June 2013. | |
| | | Assigned to: | Gail Wade |
| | | Added date: | 01/31/2013 |
| | | Target Completion Date: | 06/30/2013 |
| | | Comments: | |
| Implement | Percent Task Complete: | Tasks completed: 0 of 1 (0%) | |

March 27, 2013

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| Indicator | H19 - The LEA has negotiated expedited processes for performance-based dismissals in transformation schools. (944) | | |
| Status | Tasks completed: 0 of 1 (0%) | | |
| Assessment | Level of Development: | Initial: No development or Implementation 01/31/2013 | |
| | Index: | 2 | (Priority Score x Opportunity Score) |
| | Priority Score: | 2 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 1 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |

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| | Describe current level of development: | Currently, the LEA does not have a negotiated expedited process for performance-based dismissals in transformation schools. |
| Plan | Assigned to: | Kelley Conaway |
| | How it will look when fully met: | The LEA plans to investigate policy changes that would allow for negotiated expedited processes for performance-based dismissals in transformation schools. The goal of these policy changes will be to enable quick dismissals of the teachers in low-performing schools who cannot or will not support the turnaround. |
| | Target Date: | 06/30/2014 |
| | Tasks: | |
| | 1. The Human Resources Director will contact the Division's legal agency to discuss the requirements for implementing a negotiated expedited performance-based dismissal policy. | |
| | Assigned to: | Gail Wade |
| | Added date: | 01/31/2013 |
| | Target Completion Date: | 06/30/2014 |
| | Comments: | |
| Implement | Percent Task Complete: | Tasks completed: 0 of 1 (0%) |

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| Indicator | H20 - The LEA has formed teams of specialists who are familiar with the rules and regulations that govern staff dismissals. (945) | | |
| Status | Full Implementation | | |
| Assessment | Level of Development: | Initial: Full Implementation 01/31/2013 | |
| | Evidence: | The LEA has formed a team of specialists to handle all teacher dismissals. The human resources administrator, instructional administrator and other specialists at the district level make up the LEA team who are charged with providing guidance and assistance with all formal staff dismissals. The central office team helps ensure that principals follow all of the necessary steps when carrying out performance-based dismissals. The LEA team makes sure that all procedures are followed consistently, according to the state and local policies and the state law. The LEA team assists school leaders with dismissal decisions and provide hands-on support throughout the entire process, particularly when negotiating special terms for particularly difficult staff dismissals. The LEA team seeks legal advice on all teacher dismissals before finalizing any decision or dismissal negotiation. | |

March 27, 2013

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| Indicator | H21 - The LEA has a team available to help principals as they deal with underperforming employees to minimize principal's time spent dismissing low performers. (946) | | |
| Status | Tasks completed: 0 of 1 (0%) | | |
| Assessment | Level of Development: | Initial: Limited Development 01/31/2013 | |
| | Index: | 9 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |

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| | Opportunity Score: | 3 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
| | Describe current level of development: | The LEA has a team to address teacher dismissals. This team has definite procedures to follow when a principal identifies under-performing employees. The team is available to intervene by developing an improvement plan for the teacher, monitoring performance, conducting walk-throughs and observations, documenting progress, and providing support to the teacher. | |
| Plan | Assigned to: | Ricky Wright | |
| | How it will look when fully met: | The LEA team to address teacher dismissals will include the human resources administrator, the instructional administrator, the Superintendent, and other specialists, as needed. This team will develop procedures to be used when a principal identifies under-performing employees. The team will be available to intervene by developing an improvement plan for the teacher, monitoring performance, conducting walk-throughs and observations, documenting progress, and providing support to the teacher. The LEA team will provide this assistance in an effort to free up the time of the principal that would be necessary in dealing with a low-performing teacher. | |
| | Target Date: | 04/30/2013 | |
| | Tasks: | | |
| | | 1. The LEA team will meet to discuss procedures for developing an improvement plan for low performing employees and create a form to use when creating the plan by August 30, 2013. | |
| | | Assigned to: | Gail Wade, Kelley Conaway, Michelle Belle |
| | | Added date: | 01/31/2013 |
| | | Target Completion Date: | 08/30/2013 |
| | | Comments: | |
| Implement | Percent Task Complete: | Tasks completed: 0 of 1 (0%) | |

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| Indicator | H22 - The LEA/School facilitates swift exits to minimize further damage caused by underperforming employees. (947) | | |
| Status | Full Implementation | | |
| Assessment | Level of Development: | Initial: Full Implementation 01/31/2013 | |
| | Evidence: | The LEA believes in acting swiftly to dismiss under-performing employees, so as to minimize the further damage that can be caused by their remaining in the position. Instead of waiting until the end of the school year, the LEA acts quickly to either cause improvement or make a change in staff. The LEA responds quickly to a report from a principal of an under-performing employee and follows a consistent process that includes: gathering necessary documentation, consulting attorney, meeting with employee and giving the employee an opportunity to resign in lieu of being dismissed. If the | |

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| | | employee chooses not to resign, the LEA moves forward with recommendation for dismissal and follows the legal procedures in the entire process. The LEA plans to continue with this procedure, as needed, to make swift removals of under-performing teachers. |
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March 27, 2013

REQUIRED for Targeted Interventions

Targeted Intervention Indicators

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| Indicator | TA01 - REQUIRED - The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions. (2931) | |
| Status | Full Implementation | |
| Assessment | Level of Development: | Initial: Full Implementation 02/12/2013 |
| | Evidence: | <p>JPK has an enhanced identification process, Triage. Administrators and Teachers meet monthly to identify students that have triggered in the areas of Attendance, Discipline and Academics (Six Weeks Grades and/or Benchmarks). Teachers complete plans of intervention for those students that have been identified at risk.</p> <p>A requires TAR (Tutoring and Remediation) 45 minute block is built into the mast schedule, for identifies students as prescribed by DOE based on previous SOL scores for the last 2 years, and the end of the year grades has been implemented throught a 3 Tier Identification Process.</p> <p>Students in Tier 3 will receive 90 minutes weekly of additional instruction in the targeted area of need.(Reading and/or Math)</p> <p>Students in Tier 2 will receive a minimum of 45 minutes weekly of additional instruction in the targeted area of need. (Reading and/or Math)</p> <p>Students in Tier 1 will continue to receive instruction during the regular classroom scheduled time.</p> <p>Students will utilize iStation Reding Program during regular classroom scheduled time and during TAR. Teachers are allowed to check out computer labs to have students work independently within the iStation program. Teachers also have computers in their classrooms that students may rotate during independent reading time.</p> <p>Students will utilize Achieve 3000 during the regular classroom scheduled time, during TAR, and during 21st Century After School Remediation Program.</p> <p>Students utilize I CAN LEARN Math Lab every other day for 90 minutes. This is built in to the master schedule. Students work independently and teachers have mini breakout sessions for students that identified needing help in a particular area in Math.</p> |

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| | | <p>Approximately 60% of the JPK students attend the 21st Century After School Remediation Program. Students have 2 days of academic remediation and work in iStation and Achieve 3000 in addition to I Can Learn Math Lab for breakout sessions.</p> <p>Edison Learning will be JPK's Lead Turnaround Partner (LTP). Once a needs assessment is completed, data will be used to further determine additional interventions for the tiers.</p> |
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| Indicator | TA02 - REQUIRED - The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students). (2932) | | |
| Status | Full Implementation | | |
| Assessment | Level of Development: | Initial: Full Implementation 02/12/2013 | |
| | Evidence: | <p>A multi tiered approach is used to differentiate instruction for all students. Students in reading are grouped within the class as Enhanced (Tier 1), Targeted (Tier 2) and PreRequisite (Tier 3).</p> <p>Students in Tier 3 receive an additional 90 minutes of remediation in addition to classroom instruction weekly.</p> <p>Students in Tier 2 receive an additional 45 minutes of remediation in addition to classroom instruction weekly.</p> <p>Students in Tier 1 receive additional minutes remediation when needed within the regularly scheduled classroom.</p> <p>Students in all Tiers are preassessed using the iStation Reading Program for Reading and the I Can Learn Math Program for Math.</p> <p>Teachers then respond to the data to determine what differentiated intervention based on the students assessment data.</p> <p>Benchmark Meeting minutes decide which research based strategies will be used to address the needs of each student that is in Tiered Intervention.</p> | |

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| Indicator | TA03 - REQUIRED - The school uses a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies "triggers" and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness. (2933) | | |
| Status | Tasks completed: 0 of 1 (0%) | | |
| Assessment | Level of Development: | Initial: Limited Development 12/18/2012 | |
| | Index: | 6 | (Priority Score x Opportunity Score) |
| | Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| | Opportunity Score: | 2 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |

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| | Describe current level of development: | <p>Triage is what JPK uses as a monitoring process students based on attendance, discipline and data. If a student triggers in all three areas interventions are put in place to address the needs of the student based on the data. Administrators meet monthly with teachers to discuss the progress and interventions that are already in place and what other interventions will be put into place in addition to the ones that are previously being used.</p> <p>Administrators with teachers review data from I Can Learn Math Lab, benchmarks, iStation and Achieve 3000 to see what progress students are making within the program. Teachers with admin discuss strategies that can be implemented in addition to what is already being done.</p> | |
| Plan | Assigned to: | Lisa Francis | |
| | How it will look when fully met: | Students will not Triage. If a student does Triage, teachers, administrators, counselors will provide interventions to have that student off of Triage. | |
| | Target Date: | 06/30/2015 | |
| Tasks: | | | |
| | | 1. Teachers will provide interventions to students that are on Triage and create a plan for that student(s) to be successful. | |
| | | Assigned to: | Ricky Wright |
| | | Added date: | 01/31/2013 |
| | | Target Completion Date: | 06/30/2015 |
| | | Comments: | |
| Implement | Percent Task Complete: | Tasks completed: 0 of 1 (0%) | |

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